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## Module 3A

# Grade Two Thematic My Canada



Home Instructor's Guide: Days 1-9  
and  
Assignment Booklet 3A



Learning  
Technologies  
Branch

**Alberta**  
LEARNING



Grade Two Thematic  
Module 3A: My Canada  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 3A  
Learning Technologies Branch  
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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## Module 3A: My Canada

### Day 1 to Day 9

Throughout this module the student will be learning about people in different Canadian communities. This study, with its emphasis on social studies, will include the following concepts of understanding:

- the diversity of Canadian communities
- similarities and differences in the way people meet their needs in these communities

In the readings the student will be exploring different Canadian communities.

The focus of study for science is about hot and cold temperatures.

**The following books are suggested reading resources for the days listed. If possible obtain one or more books from each category.** Any of the “Books to Be Read Aloud” can be shared with the student during Story Time.

### Reading Resources

As in the other modules, basic reading resources for this module are provided. In addition it is recommended that you and the student visit the library to borrow some of the suggested resources in the following list to augment the student’s learning.

#### Books to Be Read to Students Throughout the Module

*Delivery Van: Words for Town and Country* by Betsy and Giulio Maestro

*Houses and Homes* by Ann Morris

*Jessie’s Island* by Sheryl McFarlane

*One Is Canada* by Maxine Trottier

*The Relatives Came* by Cynthia Rylant

#### Days 1 and 2

#### Books to Be Read Aloud

*Claude Has a Picnic* by Dick Gackenbach

*Houses Around the World* by Godfrey Hall

*I Got Community* by Melrose Cooper

*Eskimo Boy: Life in an Inupiaq Village* by Russ Kendall



**Books to Be Read Alone or with a Partner**

*Community Helpers from A to Z* by Bobbie Kalman

*One Nose, Two Hands* by Jocelyn Graeme

*This Is My House* by Arthur Dorros

*Work* by Ann Morris

**Day 4 to Day 6**

**Books to Be Read Aloud**

*The Clover County Carrot Contest* by John Himmelman

*Family Reunion* by Tricia Tusa

*My Map Book* by Sara Fanelli

**Books to Be Read Alone or with a Partner**

*As the Crow Flies* by Gail Hartman

*Come to My Place* by Bobbie Kalman

*Potluck* by Anne Shelby

*Zoe's Tower* by Paul and Emma Rogers

**Day 7**

**Books to Be Read Aloud**

*Apartment 3* by Ezra Jack Keats

*A Beautiful City: ABC* by Stéphane Poulin

*No Such Thing As Far Away* by Laura Langston

**Books to Be Read Alone or with a Partner**

*The Big City, Big Country Counting Book* by Ian Crysler

*Citybook* by Shelley Rotner and Ken Kreisler

*Hot, Cold, Shy, Bold: Looking at Opposites* by Pamela Harris

*Whoever You Are* by Mem Fox



**Days 8 and 9**

**Books to Be Read Aloud**

*City Green* by DyAnne DiSalva-Ryan  
*Franklin's Secret Club* by Paulette Bourgeois  
*The Park Bench* by Fumiko Takeshita  
*Who Goes to the Park?* by Warabé Aska

**Books to Be Read Alone or with a Partner**

*I'll Be the Horse if You Play with Me* by Martha G. Alexander  
*Mike and Tony: Best Friends* by Harriet Ziefert  
*What Game Shall We Play?* by Pat Hutchins

**Internet Site**

A variety of books at the student's level and interest are given at the following website:

<http://www.bookadventure.org>

The following resources may be used as a follow-up to Music and Movement lessons.

**Music Resources**

**Day 9**

**Tapes/CDs**

"Nature's Boy," Natalie Cole, *Unforgettable*  
"Lullaby for Lucy," Kim and Jerry Brodey, *Ideas That Sing! Volume 2*  
"Somewhere Out There," Linda Ronstadt and James Ingram, *An American Tail*  
"What a Wonderful World," Louis Armstrong, *Good Morning Vietnam*  
"Exploring Nature with Music," Dan Gibson, *Solitudes*  
"Clair de Lune," Debussy: *Debussy for Daydreaming*

**Books/Stories/Poems**

*Night in the Country* by Cynthia Rylant  
*Grandfather Twilight* by Barbara Berger  
*The Listening Walk* by Paul Shower  
*Listen! Music and Nature* by Geoffrey Brace and Ian Burton  
*The Story of the Root-Children* by Sibylle von Olfers

**Films/Videos/DVDs**

*Tom's Midnight Garden*, Mgm Home Entertainment

**Science Resources**

The following are additional resources for teaching about temperature.

**Books**

*Getting Cold! Getting Hot!* by Brian Cutting and Jillian Cutting  
*Warming Up! Cooling Off!* by Brian Cutting and Jillian Cutting  
*Keeping Warm! Keeping Cool!* by Brian Cutting and Jillian Cutting  
*The Science Book of Hot & Cold* by Neil Ardley  
*Between Fire and Ice: The Science of Heat* by David Darling  
*Hot and Cold* by Kay Davies and Wendy Oldfield  
*Heat* by Andrew Dunn  
*Burning and Melting: Projects with Heat* by Peter Lafferty  
*Temperature and You* by Betsy Maestro and Giulio Maestro  
*Heat* by Graham Peacock  
*A Scholastic Kid's Encyclopedia: Science* by David Rubel  
*Temperature* by Brenda Walpole  
*Too Hot, Too Cold, Just Right: How Animals Control Their Temperatures* by Lisa Yount  
*Very Last First Time* by Jan Andrews  
*Happy Winter* by Karen Gundersheimer  
*Sadie and the Snowman* by Allen Morgan  
*The Big Snowstorm* by Hans Peterson  
*Farmer Joe's Hot Day* by Nancy Wilcox Richards  
*What Will the Weather Be Like Today?* by Paul Rogers  
*The Summer Snowman* by Gene Zion

**Videos**

*Ecology for Beginners: How Animals Live Through Winter* (2nd edition), Access Network  
*The Snowman*, Snowman Enterprises

**Computer Software**

*Sammy's Science House* by EdMark Corp.  
*The Way Things Work* by Dorling Kindersley Multimedia



## Field Studies

Some suggestions for a field trip are as follows:

- a boiler room in a school or other large building
- a TV news room with a meteorologist

Guest speakers might include the following:

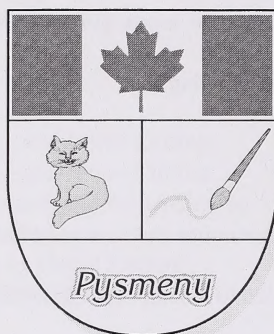
- community nurses to discuss body temperature changes and how they may indicate a change in health
- meteorologist from a TV or radio station to discuss weather changes, why they happen, and how they are measured
- people who work in the energy industry to discuss how weather and changing seasonal temperatures affect energy demand

## Suggested Activities

At any time during class time or after the day's lessons, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency and spelling words in the following ways:
  - alphabetically
  - by length (from short to long or long to short)
  - by the same sounds (in any part of the word)
  - by easy words
  - by tricky words
- Read and clap out the syllables in high-frequency and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.
- Hold a potluck supper. Invite a few families over. You and the student can work together getting ready for the gathering, such as putting up decorations and planning games to play or songs to sing.
- Encourage the student to attend cultural events put on by various groups in the community or to visit ones in nearby communities, if the student lives in a rural area.
- Make a Canada collage. Use pictures from magazines, brochures, pamphlets, drawings, or photographs. Glue them on Bristol board cut in the shape of a map of Canada.

- Design a family crest showing things that are important to the student and his or her family.



- The student can play an alphabet game with his or her family, friends, or with you. Players take turns saying the name of an animal, plant, a town or city, celebration or festival, landscape feature, or service and facility. The first player says a word that starts with *a*, the second player with *b*, and so on.

### **Resources Supplied with Module 3**

- *Ideas That Sing!* Volume 1 CD
- *Music and Movement in the Classroom* CD #1 and CD #2
- *JEUX D'ENFANTS*/Children's games CD

Collections: *People! Places!*

Collections booklet: *Welcome to Outport Newfoundland*

Collections booklet: *Welcome to Igloolik*

Collections Writing Dictionary

*Level B: Modern Curriculum Press Phonics*

The following material from the Appendix of the Student Module Booklet should be removed and ready to use prior to the lessons. The Appendix materials included with Module 3 are as follows:

- Calendar Page
- Calendar Picture
- "My Community" T-chart
- "The Ninth Street Neighbourhood Sale" poem



**Materials You Need for Module 3**

Besides the basic resources that come with this course, there are other materials you will need.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
  - lined and unlined
  - legal-sized unlined paper
  - Bristol board
  - construction paper
  - poster paper
  - sheets of coloured paper
  - mural paper
- HB pencils and eraser
- crayons (wax and pencil), watercolour set, and paintbrush
- masking tape (narrow and wide) and transparent tape
- letters of the alphabet
- index cards (coloured and white)
- calendar components: three metal rings, a pocket chart which can be purchased or made of poster paper, a current calendar
- an area set aside for a Calendar Wall and a Calendar Corner
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang for the student's journal
- CD player
- tape recorder, blank audiocassette, and a microphone for recording (Some recorders have built-in microphones.)
- various sizes of envelopes and containers for holding items
- any type of modelling clay

- glue, scissors, and a ruler
- globe, atlas, and a current map of Canada that shows the territory of Nunavut
- a junior dictionary
- yarn scraps
- clinical thermometer (either digital or standard)
- alcohol thermometer (outdoor temperature)
- small jar with a lid, large jar with a lid, and a large cork
- two bowls and a wooden spoon
- potato
- sugar
- hair dryer
- light weight plastic bags with sealable tops
- five containers of the same size (baby-food jars, plastic cups, yogurt containers)
- insulating material (newspaper, aluminum foil, fabric, waxed paper)
- small ice cubes



## Daily Summary

### Day 1

#### Materials You Need Today

##### General Supplies

- ☐ box containing required materials

##### Calendar Time

- ☐ current month's calendar and materials

##### Math Time

- ☐ Grade Two Mathematics program

##### Journal Time

- ☐ journal

##### Music and Movement

- ☐ CD player
- ☐ CD *Ideas That Sing!* Volume 1

##### Social Studies

- ☐ map of Canada, an atlas, a globe
- ☐ Thematic Assignment Booklet 3A
  - Day 1: Assignment 1

##### Silent Reading

- ☐ books, magazines, or other favourite reading material

##### Language Arts

- ☐ *Collections: People! Places!*

##### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 95 and 96

##### Looking Back

- ☐ Thematic Assignment Booklet 3A
  - Day 1: Learning Log

##### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

If you are continuing with a calendar from the previous module, begin your usual calendar routine. When you finish the calendar you are working on, follow the procedure below to start a new month.

To start a new month, take out the new Calendar Page and Calendar Picture from the Appendix of the Student Module Booklet. Help the student fill in the name of the month and the numbers for the dates of the month. Have the student draw a picture for the month. The drawing can be a scene that reflects the month's weather or season or of a special event that occurs during the month (a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Together with the student, listen to or watch the daily weather forecast on radio or television. Review the term *forecast* as meaning a prediction.

Ask the student to monitor the weather throughout the day to see if it matches the forecast.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 1.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

**Music and Movement** (Time recommended: 30 minutes)

Play and sing “Zip-a-Dee-Doo-Dah” along with accompanying movements a few times today and on Day 2 as a break.

Print the module number and day (M3D1) on “My Wonderful Day” drawing for submission to the teacher on Day 9.

**Social Studies** (Time recommended: 60 minutes)

It is suggested that you have a map of Canada to put on a wall as well as an atlas and a globe.

The focus is to teach the student his or her complete address (community, province or territory, and country).

**Assignment Booklet:** The student answers questions about Canada.

**Lunch**



**Silent Reading** (Time recommended: 15 minutes)

If the student subscribes to periodicals such as *OWL*, *ChickaDEE*, *WILD*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a book from the resources listed.

It is important that both of you read silently for 10 to 15 minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she runs into a difficult word.

Remember, you are modelling silent reading. Become involved with your reading material.

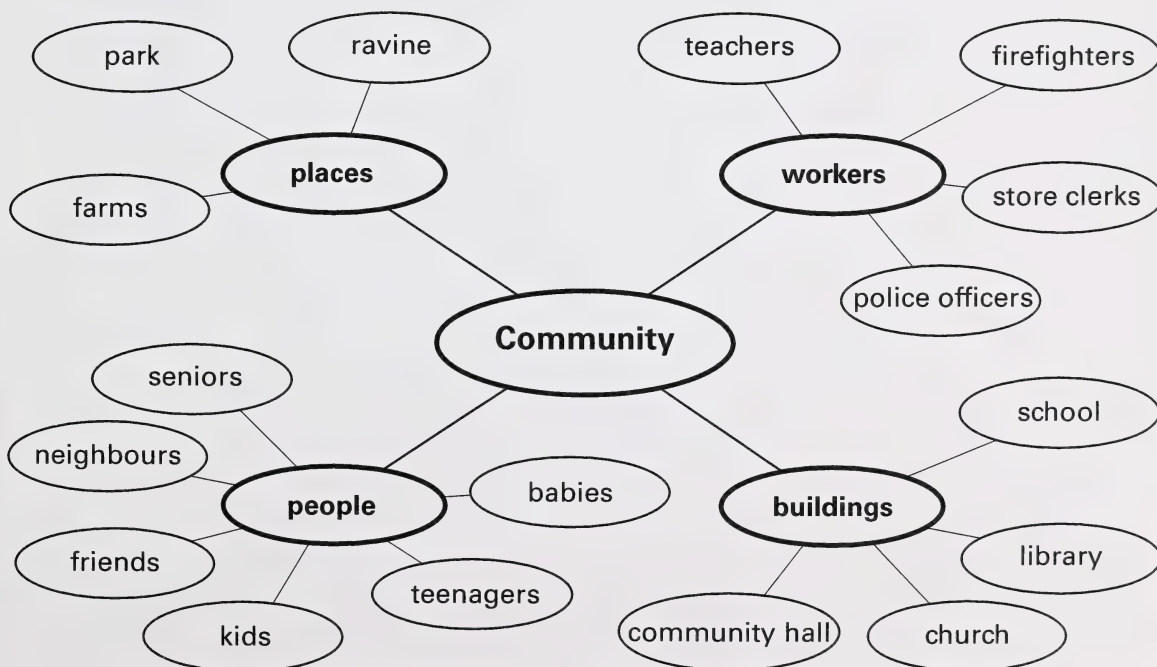
As this is silent time, try to prevent any interruptions.

Ensure the reading material the student has will be all that he or she needs during reading time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, be excited about silent reading time. Be enthusiastic about discussing what you have read.

**Community Web**

Example:



**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the photo essay “Community Snapshots.”

Go through the selection with the student, one page at a time, looking for key words to describe community. In a T-chart print the key words as follows: place where you live; people; homes; languages and clothes; work; fun. Print the information from the selection for each key word in the chart. See the example below. Discuss the information on the chart and compare it to the information the student already knows about community.

<b>What Is a Community?</b>	
place where you live	village, town, city
people	family, neighbours, young people, middle-aged, old people
homes	apartments, houses, trailers
languages and clothes	often different
work	farmers, bakers, nurses, doctors, beekeepers, builders
fun	rodeos, picnics, fall fairs, winter carnivals

**Phonics** (Time recommended: 30–40 minutes)

Follow the directions for pages 95 and 96 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Enrichment (optional)**

Have the student look in readers and other material to find examples of “r blends.” He or she can begin a chart for “r blend” words sorting the words alphabetically under the “r blend” column. This chart may be put on a bulletin board. The student will be adding other words with blends to the chart in future lessons.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the day’s Learning Log.

**Story Time** (Time recommended: 10–30 minutes)

Read the book selected for this time.

If you are beginning a chapter book, the student could draw and colour or paint a picture of a favourite part from the chapter you read. Under the picture he or she can print a caption about that part of the story. Have the student draw and print a caption each day for each chapter. At the end of the book, the student can bind the pictures together into a booklet and make a title page. The student can then read the booklet and look at the pictures as a review of what the story was about. Have the student display the booklet.



If you are not beginning a new book today, do this activity with the next chapter book you read to the student.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 2

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Language Arts

- ☐ *Collections: People! Places!*
- ☐ Thematic Assignment Booklet 3A
  - Day 2: Assignment 2
- ☐ My Community chart from the Appendix of the Student Module Booklet
- ☐ poster paper or Bristol board

#### Journal Time

- ☐ journal

#### Silent Reading

- ☐ books, magazines, or other favourite reading material

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 97 and 98

#### Social Studies

- ☐ old magazines, calendars, store flyers
- ☐ Thematic Assignment Booklet 3A
  - Day 2: Assignment 3

#### Looking Back

- ☐ Thematic Assignment Booklet 3A
  - Day 2: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 2.

**Language Arts** (Time recommended: 45 minutes)

The student responds to the story “Community Snapshots.”

Have the chart called “My Community” from the Appendix in the Student Module Booklet ready for this class.

When it is complete print the module number and day (M3D2) on the chart for submission to the teacher on Day 9.

**Journal Time** (Time recommended: 15 minutes)

The student responds to the story “Community Snapshots” in the Reading Response section.

**A Community Collage**

Assemble magazines, brochures, newspapers, and photographs for the student to look through to find pictures. Encourage the student to look for pictures that show where people live, work, and play; types of homes, people, languages, cultures, and so on. Consider several options for the collage using the headings from the chart. It can represent one aspect, some aspects, or all aspects of the community (different people, places, activities, and so on).

**Assignment Booklet:** The student works on blends.

**Enrichment (optional)**

Take the student to your local library. Look for books about famous rodeos (Calgary Stampede, Canadian Finals Rodeo in Edmonton), carnivals (Quebec, Rio de Janeiro, New Orleans) fairs, picnics, and celebrations for the student to look through. Have the student use the Internet, CDs, reference books, and promotional materials to find out more about these events. The findings can be shared with family members during Sharing Time.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

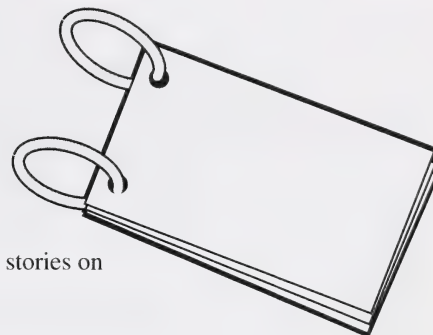
You and the student silently read the materials selected for this time.



### Words I Use Often (Time recommended: 15 minutes)

At the end of Module 2, the words from the Word Wall were removed and placed in two-ringed booklets as follows:

- one containing coloured flash cards of high-frequency or words used often
- one containing theme or personal-interest words and words from stories on white flash cards



On occasion review the cards in the ringed booklets, with an emphasis on the high-frequency words.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance without pausing to sound them out.

Today's high-frequency words are **asked** and **house**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If not, help the student learn to read the word by doing the following activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask the following questions:
  - What is the beginning sound?
  - What is the name of the letter that makes the sound?
  - What is the ending sound?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new word and contain the same word ending, such as **house** and **mouse**.

### Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 97 and 98 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

### Enrichment (optional)

Have the student look in books and other material to find examples of words with “l blends.” The new words can be added to the chart begun in Day 1, sorted alphabetically under the “l blend” column.

**Social Studies**

The focus is to teach the student his or her home address.

**Assignment Booklet:** The student prints his or her home address on the envelope.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has begun drawing and writing about his or her favourite part of each chapter you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 3**

**Materials You Need Today**

**General Supplies**

- ☐ box containing required materials

**Calendar Time**

- ☐ current month's calendar and materials

**Math Time**

- ☐ Grade Two Mathematics program

**Journal Time**

- ☐ journal

**Music and Movement**

- ☐ recording of music to "O Canada" or be prepared to sing the anthem with your student (The sheet music for "O Canada" is included in the Daily Summary for today.)

**Language Arts**

- ☐ *Collections: People! Places!*
- ☐ *Welcome to Outport Newfoundland*
- ☐ Thematic Assignment Booklet 3A
  - Day 3: Spelling Pre-Test

continued . . .



**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Phonics**

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 99 and 100

**Science**

- ☐ Thematic Assignment Booklet 3A  
– Day 3: Assignment 4

**Looking Back**

- ☐ Thematic Assignment Booklet 3A  
– Day 3: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 3.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

**Music and Movement** (Time recommended: 30 minutes)

A requirement for grade two students is to learn the words and how to sing “O Canada.” Try to locate a recording or sing the anthem with your student. Play and sing “O Canada” a few times today and on Day 4 as a break. Music and words follow.

# NATIONAL ANTHEM/HYMNE NATIONAL O CANADA

O Can - a - da! Our home and na - tive land!  
O Can - a - da! Ter - re de nos ai - eux,

True pa - triot love in all thy sons com - mand.  
Ton front est ceint de fleu - rons glo - ri - eux!

With glowing - ing hearts we see thee rise,  
Car ton bras sait por - ter l'é - pé - é - e,

The True North strong and free! From far and wide  
Il sait por - ter la croix! Ton his - toire est une

O Can - a - da, we stand on guard for thee  
é - po - pé - é - e Des plus bril - lants ex - ploits

God keep our land glo - rious and free!  
Et ta va - leur, de foi trem - pée,

O Can - a - da, we stand on guard for thee.  
Pro - té - ge - ra nos foy - ers et nos droits.

O Can - a - da, we stand on guard for thee.  
Pro - té - ge - ra nos foy - ers et nos droits.

## Language Arts (Time recommended: 60 minutes)

The student reads and responds to the book *Welcome to Outport Newfoundland*.

## Enrichment (optional)

Talk about the quilt pattern on the cover of the book *Welcome to Outport Newfoundland*. The student may wish to explore other quilting patterns or research the history of quilts and patterns. Quilting designs and pattern books may be found in your local library. In addition there are many websites featuring quilting patterns. Search for “quilting patterns” on the Internet.

## Lunch

## Silent Reading (Time recommended: 15 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student's ability to spell specific words without giving the student the opportunity to study or even glance at the words prior to the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

**Assignment Booklet:** Give the student the pre-test. Do not let the student see the words beforehand. Test the student on these six words.

don't	world
going	want
school	until

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not as a beginning word.
- Repeat the word.

After the pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

**Phonics** (Time recommended: 30–40 minutes)

Follow the directions for pages 99 and 100 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed and submitted to the teacher at the end of Day 9.

**Science** (Time recommended: 60 minutes)

The student describes temperature in relative terms, using *hotter than* and *colder than*.

**Assignment Booklet:** The student completes sentences using the terms *hotter than* and *colder than*.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.



If the student has been drawing and writing about a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 4

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Language Arts

- ☐ poem "The Ninth Street Neighbourhood Sale" from the Appendix of the Student Module Booklet
- ☐ *Collections: People! Places!*

#### Journal Time

- ☐ journal

#### Silent Reading

- ☐ books, magazines, or other favourite reading materials

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 101 and 102

#### Science

- ☐ thermometer (not digital)
- ☐ two bowls
- ☐ Thematic Assignment Booklet 3A
  - Day 4: Assignment 5

#### Looking Back

- ☐ Thematic Assignment Booklet 3A
  - Day 2: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 4.

**Language Arts** (Time recommended: 90 minutes)

Have the poem “The Ninth Street Neighbourhood Sale” (from the Appendix of the Student Module Booklet) ready.

The student reads and responds to the story “Come On In!”

The following chart is started to show an example.

Page	The children go to . . .	They will see . . .	The people need . . .	The last line is . . .
Page 9	to the Thompsons’ place.	everyone mixing things in bowls, adding water, punching dough.	help making bread.	Well—maybe not quite.
Page 10	to the MacDonalds’ place.	everyone peeling apples, rolling dough, and peeking in the oven.	help making apple pies.	Well—maybe not quite.
Page 11				

**Journal Time**

The student responds to the story “Come On In!” in the Reading Response section.

**Act It Out**

Have the student choose a favourite scene from the story “Come On In!” to dramatize. Use the illustration from the scene as a guide. Work in partnership with the student to allow for dialogue. Allow sufficient practice time. Props may be used.

Remind the student to speak clearly and with expression. If possible, have someone videotape the dramatization. This can be viewed later by the student to assess his or her own performance.

If you have a videotape of you and the student dramatizing the scene from the story, you may want to send it the teacher on Day 9.

**Enrichment (optional)**

The student may do one or more of the following:

1. The student can make a poster advertising the Grand Corners Harvest Community Supper on poster paper or on the computer using a drawing program. The poster should tell where and when the supper will be.
2. Find humorous situations in the story illustrations and write about them.
3. Choose 12 nouns from the story and make a set of 12 cards with the words and 12 cards with corresponding pictures. Use these cards to play matching games, such as Concentration or Memory.
4. Plan a potluck supper with relatives, friends, neighbours, or other members of the community. Decide on the date, the place, and who will be responsible for bringing the food, setting up tables, bringing napkins, plates, cups, and so on.

**Words I Use Often** (Time recommended: 5–15 minutes)

Today's high-frequency words are **food** and **keep**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Lunch****Silent Reading** (Time recommended: 15 minutes)

You and the student both silently read materials selected for this time.

**Phonics** (Time recommended: 30–40 minutes)

Follow the directions for pages 101 and 102 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Point out that “squ” stands for the blend heard at the beginning of squirrel. Check the work with the student as he or she finishes it.

These pages will be removed and submitted to the teacher at the end of Day 9.

**Enrichment (optional)**

Have the student look in books and other material to find examples of words with “s blends.” The new words can be added to the chart begun in Day 1, sorted alphabetically under the “s blend” column.



**Science** (Time recommended: 60 minutes)

The student learns to measure temperature in degrees Celsius. Use a standard thermometer, not digital.

**Use caution when placing the thermometer in hot materials. It may break. Do not use boiling water for this experiment.**

Assist the student with the experiment. Place two bowls, one with hot tap water and one with cold water, on a table. Ask the student to place the thermometer first in the hot water for a few minutes and to watch what happens to the alcohol (or mercury). Help him or her read the temperature. Show how to read the thermometer at eye level. Have the student then place the thermometer in the cold water to watch what happens to the thermometer liquid. Help the student read the thermometer again.

Explain that observations are what the student observed during the experiment and that *observed* means *saw*. Have the student explain what happened.

Example:

The liquid in the thermometer went up in the warm water. The liquid went down in the cold water.

When the experiment is done, discuss different types of thermometers, such as digital, candy, meat, clinical, outdoor, oven, room thermostat, and so on.

Beginning tomorrow the student will be taking the outdoor temperature and recording it during Calendar Time. To prepare for that activity, take the student outside to measure the temperature. First, measure the temperature of the air inside the room. Ask the student to predict whether the liquid in the thermometer will go up or down when he or she goes outside. Discuss how the temperature in the winter is much colder than at other times of the year. Once outside, have the student measure the outdoor temperature and record it. Do the same with snow (if there is any), in shaded places, sunny places, in doorways, in a field, in a treed area, and so on. Ask the student to predict, measure, and record the temperature in each of those places. The recorded temperatures can then be displayed in a science corner in the classroom or on the bulletin board.

**Assignment Booklet:** The student reviews measuring temperature.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing and writing a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 5

## Materials You Need Today

## General Supplies

- ☐ box containing required materials
- ☐ thermometer

## Calendar Time

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Music and Movement

- ☐ CD player
- ☐ CD *JEUX D'ENFANTS*

## Language Arts

- ☐ *Collections: People! Places!*
- ☐ *Welcome to Outport Newfoundland*

## Silent Reading

- ☐ books, magazines, or other favourite reading materials

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 103 and 104

## Social Studies

- ☐ map of Canada and an atlas
- ☐ Thematic Assignment Booklet 3A
  - Day 5: Assignment 6

## Looking Back

- ☐ Thematic Assignment Booklet 3A
  - Day 5: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

The student begins taking and recording the outside temperature today. Assist the student as needed and follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 5.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

**Music and Movement** (Time recommended: 30–40 minutes)

Consider playing “The Nutcracker” while the student performs the movement activities a few times today and on Day 6 as a break.

Select movements appropriate for your student. You might have the student do some of the following:

- Run around a free space and leap every time you say “leap.” Do this at least five times.
- Play “Alligator” by lying in a front position with the weight on the lower arms. The student moves across the floor from one side to the other, dragging his or her feet behind.
- Lie face up on the floor and raise the head and shoulders until the feet are visible. Do this ten times.
- From a crouching position, jump up high, and then jump back to crouching position while moving around the room. Do this several times.
- Stand tall and shrug shoulders several times.
- Pretend to be a dog just coming out of the water—shaking all over.
- Lie on the back with knees up. Grab the ankles and hold them for ten seconds.
- Lie on the front with knees bent, and try to grab the ankles and hold them.
- Lie on the back, stretching arms and legs to look straight like a pencil. Hold the stretch for ten seconds. Do the same stretch lying on the front.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the story “Come On In!” After discussing exaggeration the student practises reading exclamatory sentences.

Print the module number and day (M3D5) on the illustrated exaggerations for submission to the teacher on Day 9.

**Enrichment (optional)**

Have the student look through the resource books to find five exclamatory sentences. Discuss why each has an exclamation mark. Then have the student find two telling sentences and discuss why they have periods.

**Lunch**



**Silent Reading** (Time recommended: 15 minutes)

You and the student both read silently materials selected for this time.

**Phonics** (Time recommended: 30 minutes)

Follow the directions for pages 103 and 104 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Social Studies** (Time recommended: 90 minutes)

The focus is on people in a fishing community and how they meet their needs. The emphasis is on the similarities and differences between the student's own community and that of a fishing village.

**Assignment Booklet:** The student answers questions about fishing communities.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing and writing a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 6

**Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ *Collections: People! Places!*

## Silent Reading

- ☐ books, magazines, or other reading materials

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 105 and 106

## Science

- ☐ ice cubes from Day 4
- ☐ thermometer
- ☐ two bowls
- ☐ potato
- ☐ 125 ml sugar
- ☐ wooden spoon
- ☐ oven or microwave oven
- ☐ stove
- ☐ pot
- ☐ aluminum foil
- ☐ Thematic Assignment Booklet 3A
  - ☐ Day 6: Assignment 7

## Looking Back

- ☐ Thematic Assignment Booklet 3A
  - ☐ Day 6: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure. The student continues to record the outside temperature.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 6.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the story “Come On In!” Assist the student to write and illustrate a community supper the student has attended or the Spaghetti Dinner in Lorne’s writing. Encourage the student to write about where and when the supper was held, what kind of food was served, and any activities that were involved.

Print the module number and day (M3D6) on the student’s writing and illustration for submission to the teacher on Day 9.

**Words I Use Often** (Time recommended: 15 minutes)

Today’s high-frequency words are **children** and **feet**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 30–40 minutes)

Follow the directions for pages 105 and 106 in the phonics book. Be sure the student understands the directions on the two pages, and have the student work independently to complete the work. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Lunch****Silent Reading** (Time recommended: 15 minutes)

You and the student both read silently materials selected for this time.

**Spelling** (Time recommended: 30–45 minutes)

The spelling words for this module are **don’t**, **world**, **going**, **want**, **school**, and **until**.



As a result of the pre-test on Day 3, you and your student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words such as *do* and *go* in *don't* and *going*; *or* in *world*; *a*, *an*, and *ant* in *want*.
- Look for consonant blends, such as *sc* in *school*.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the selections.

**Science** (Time recommended: 60–75 minutes)

The student learns that heating and cooling often change materials.

**Assignment Booklet:** The student answers questions about the changes heating and cooling make to materials.

**Enrichment (optional)**

The student might enjoy making a frozen treat. This activity shows how something changes when it's frozen.

You will need the following items:

- plastic sandwich bags with sealable tops (one medium and one large)
- 125ml plain or chocolate milk
- 15ml sweetened condensed milk
- flavouring to taste (vanilla, lemon, almond), if using plain milk
- crushed ice (or snow)
- salt

Pour the milk and condensed milk into the smaller sandwich bag. Fasten the top securely.

Place the bag into the larger bag and seal the top. Surround the bag with layers of crushed ice (or snow) and salt.

Very gently knead the package adding more ice and salt if necessary.

After five minutes check the consistency of the mixture to see if it's firm. If not, continue kneading for a few more minutes.

Ask the student what he or she thinks you both made. Taste the treat.

If you wish to increase the amounts of the recipe, use a small and large bowl for the ingredients.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing and writing a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 7

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Music and Movement

- ☐ CD player
- ☐ CD *Ideas That Sing!* Volume 1
- ☐ volleyball or a ball of similar size

#### Language Arts

- ☐ *Collections: People! Places!*
- ☐ Thematic Assignment Booklet 3A
  - Day 7: Assignment 8

#### Silent Reading

- ☐ books, magazines, or other reading materials

#### Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 107 and 108

continued . . .

**Project Time**

- ☐ shoebox or folded cardboard
- ☐ toy figures
- ☐ tissue paper

**Looking Back**

- ☐ Thematic Assignment Booklet 3A  
– Day 7: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 7.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

**Music and Movement** (Time recommended: 30 minutes)

Play “Nature’s Lullaby” while the student moves to it. Have the student perform the ball activities a few times today and on Day 8 as a break.

The ball activities allow the student to learn how to manipulate and control a ball. Adapt the activities to your student’s physical capabilities. If you have an exercise ball, adapt movements for it.

Using a volleyball or a ball of a similar size, have the student perform the following activities:

- Hold the ball with the knees, under the chin, and under the arms.
- Hold the ball at a high level, at a medium level, at a low level.
- With the ball on the floor, move it in different directions with the feet (backwards, sideways, forward).
- Move the ball from one body part to another.
- Bounce the ball from a low level to a high level.
- Move the ball with a partner by using different levels and body parts.



**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the poem “A Lot of Kids.”

**Enrichment (optional)**

The student may wish to make a personal directory of friends. He or she can complete the addresses of friends with your assistance.

**Meeting New People**

This is an example of some things that could be included on the list.

**How To Start a Conversation**

- Say “hi” or “hello” and smile.
- Say your name and ask the other person’s name.
- Ask questions to find things out about the person.
- Find out what you both like to do.
- Plan something you can do together.
- Be friendly and polite.
- Listen carefully when the person speaks.
- Take turns speaking.
- Don’t interrupt.

**Spelling** (Time recommended: 20–30 minutes)

Have the student write sentences with the words from the spelling pre-test: **don’t, world, going, want, school,** and **until**.

If the student has personally chosen words, the same procedure applies.

**Assignment Booklet:** The student writes six sentences that contain the spelling words from the pre-test (or personally chosen words).

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and your student both read silently materials selected for this time.

**Phonics** (Time recommended: 30–45 minutes)

Follow the directions for pages 107 and 108 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

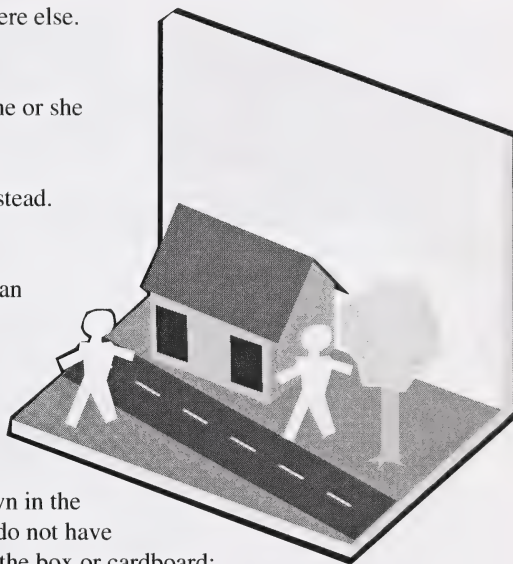
**Enrichment (optional)**

Have the student imagine what it would be like to live somewhere else. What would that place look like?

Assist the student in making a model, or diorama, of the place he or she imagined.

If you like you can make a diorama of your own community instead.

Discuss what a diorama is: a small three-dimensional representation of a scene. The student will represent a scene of an imaginary place. Discuss what that place would look like. Or, the diorama can be of his or her own community, instead. Ensure the student first plans the scene and selects materials to use.



You will need a shoebox or large piece of cardboard. If you're using a piece of cardboard instead of a shoe box, fold it as shown in the drawing. Help the student make the buildings and trees. If you do not have coloured paper, have the student colour the various features on the box or cardboard: buildings, trees, sky, lawn. Toy figures and objects can also be used.

**Science** (Time recommended: 45–60 minutes)

The student identifies safe practices for handling hot and cold materials and ways to avoid dangers from heat and cold sources.

Print the module number and the day (M3D7) on the Safety Poster for submission to the teacher on Day 9.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing and writing a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 8

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ *Collections: People! Places!*

## Silent Reading

- ☐ books, magazines, or other reading materials

## Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 109 and 110

## Social Studies

- ☐ map of Canada or an atlas
- ☐ Thematic Assignment Booklet 3A
  - Day 8: Assignment 9

## Looking Back

- ☐ Thematic Assignment Booklet 3A
  - Day 8: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 8.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the story “A Small Lot.”



**Enrichment (optional)**

At this time or later in the day for a break, the student can play “pretend” activities using dress-up clothes and props.

Some suggestions for pretend activities may include the following: you have a hot dog stand in the mall; you work in a flower shop; you are a doctor in the hospital; you are running a toy store.

**Journal Time**

The student responds to the story “A Small Lot” in the Reading Response section.

**Same Word—Different Meanings**

Begin a list of words with more than one meaning like the one illustrated.

Word	Meaning 1	Meaning 2
can	– a metal container I opened a can of soup.	– to say that someone has the ability to do something I can swim.
fall	– a season It is fall now.	– trip or slip and go down He will fall off the chair.

Print the module number and day (M3D8) on the student’s illustration of a word with two meanings for submission to the teacher on Day 9.

**Words I Use Often** (Time recommended: 15 minutes)

Today’s high-frequency words are **land** and **side**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 30 minutes)

Follow the directions for pages 109 and 110 in the phonics book. After you explain the lesson on the two pages, have the student work independently to complete the work. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

**Lunch**
**Silent Reading** (Time recommended: 30 minutes)

You and your student both read silently materials selected for this time.

**Different Homes** (Time recommended: 30 minutes)

Print the module number and day (M3D8) on the illustrations of the student and his or her friend or relative and their homes for submission to the teacher on Day 9.

**Social Studies** (Time recommended: 60 minutes)

The focus is on the people in an inner city and how they meet their needs. The emphasis is on the similarities and differences between the student's own community and that of an inner city.

**Assignment Booklet:** The student answers questions about inner cities.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing and writing about a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 9**

**Materials You Need Today**

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

continued . . .

**Music and Movement**

- ☐ CD player
- ☐ CD *Ideas That Sing!* Volume 1

**Language Arts**

- ☐ *Collections: People! Places!*

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Phonics**

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 115 and 116

**Project Time**

- ☐ large sheet of paper

**Science**

- ☐ clinical thermometer either digital or standard
- ☐ Thematic Assignment Booklet 3A
  - Day 9: Assignment 10

**Looking Back**

- ☐ Thematic Assignment Booklet 3A
  - Day 9: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure.

To prepare the student for the day's science lesson on body temperatures, measure the student's body temperature throughout the day. Create a chart to fill in the student's temperatures at the stated times as in the following example.

Time of Day	Temperature
9:00 a.m.	36°C
10:45 a.m.	37.2°C
1:15 p.m.	36.8°C
2:45 p.m.	37°C



You may use a clinical thermometer, either digital or standard. If using a standard thermometer, measure the temperature in the mouth under the tongue.

**Math Time** (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 9.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Nature’s Lullaby” while the student moves to it. Have the student perform the “swimming” activities a few times today and on Day 10 as a break.

For the swim activities tell the student to pretend the exercise area is the beach. Explain that when you say “beach,” the student is to jog around the area to the count of 15, changing directions often. When you say “front crawl,” he or she stays on the spot while moving arms alternately as if swimming in water, for eight counts. When you say “back crawl,” the student is to lift his or her arms alternately in a backward motion for eight counts. Saying “breast stroke” will signal to bring the arms straight together forward and then opening them to each side (eight counts). “Sidestroke” signals bringing one arm straight up while the other arm moves downward, alternating arms (eight counts).

Have the student perform the jogging and strokes in this order:

- beach
- front crawl
- back crawl
- beach
- breast stroke
- beach
- sidestroke

Repeat the sequence until the music ends. Do a few stretches as a quiet, cool-down activity to prepare the student for reading.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the story “A Small Lot” and then uses the story elements to plan and write a story.

Example:

<b>Title</b>  <b>A Place to Play</b>		
<b>Characters</b> <ul style="list-style-type: none"> <li>two friends, Youssef and Paul</li> </ul>	<b>Events</b> <ul style="list-style-type: none"> <li>Youssef and Paul played in a field near their homes.</li> <li>Workmen came and started building in the field.</li> </ul>	<b>Setting</b> <ul style="list-style-type: none"> <li>big field near Youssef and Paul's homes</li> </ul>
<b>Problems</b> <ul style="list-style-type: none"> <li>Youssef and Paul couldn't play in the field anymore.</li> </ul>	<b>Ending/Solution</b> <ul style="list-style-type: none"> <li>Youssef and Paul started to look for a new place to play.</li> <li>They found a new field by their school.</li> <li>They made a new friend there.</li> </ul>	

When the final copy of the story has been completed in the student's best handwriting and illustrated, print the module number and day (M3D9) on it for submission to the teacher at the end of the day.

**Enrichment (optional)**

The student can add a part to the story "A Small Lot" about another person or group of people who come by the lot. The new character(s) want to put something on the lot. The student can tell orally what happens.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 30 minutes)

Pages 111 and 112 in the phonics book will be completed in Module 3B. The student will come back to these pages then. The fold-out book on pages 113 and 114 will be made later as well.

Follow the directions for pages 115 and 116 in the phonics book. After you explain the phonics lesson on the two pages. Make sure the student understands the directions on both pages. Have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

**Project Time** (Time recommended: 30 minutes)

The student makes a before-and-after picture of a vacant lot. Print the module number and day (M3D9) on it for submission to the teacher at the end of the day.

**Science** (Time recommended: 60 minutes)

The student recognizes that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.

**Assignment Booklet:** The student answers questions about temperature.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time. If the student has been drawing and writing a favourite part of the book you are reading, allow time to do this after the reading.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.



## ASSIGNMENT BOOKLET 3A

Grade Two Thematic  
Module 3A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

### **MAILING**

#### **1. Postage Regulations**

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

#### **2. Postage Rates**

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

### **FAXING**

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

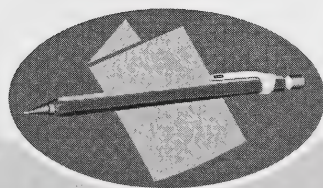
### **E-MAILING**

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# **Grade Two Thematic**

## **Module 3A**

### **My Canada ASSIGNMENT BOOKLET 3A**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING



Grade Two Thematic  
Module 3: My Canada  
Assignment Booklet 3A  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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**Assignment 1**

1. On the map of Canada, do the following:
  - a. Colour the province or territory you live in with a blue crayon.
  - b. Draw a star ★ on the map to show the town or city you live in or are nearest to.

Print your answers on the lines.

2. What is the name of your country?

---

3. What is the name of the province or territory you live in?

---

4. What is the name of the town or city you live in or are close to?

---

5. How many provinces does Canada have? \_\_\_\_\_

6. How many territories does Canada have? \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to answer questions that extend understanding? Refer to today's reading activity. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to gain information from photographs             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify important information in the text           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to make connections to his or her own experience |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can compare own community to one in the text             |

Use this space for questions or comments about the student's developing ability to derive meaning from text. You may also make general comments about the day's work.

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## Student's Comments

What would you like to tell your teacher about today's lesson?

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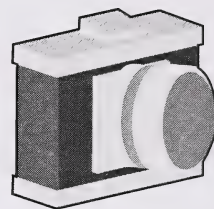
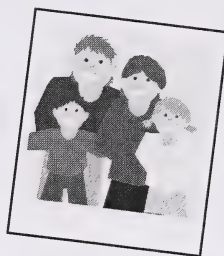
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## Assignment 2

1. Read the parts of the words aloud, blend them, and print the complete word under the correct picture.

fam i ly	cam er a	tel e phone	com put er
en ve lope	am bu lance	a part ments	vet er i nar i an

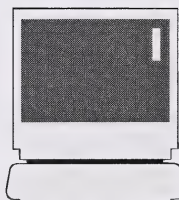
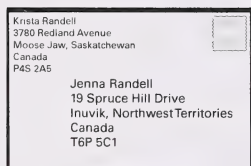


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Fill in the sentences using the words from question 1.

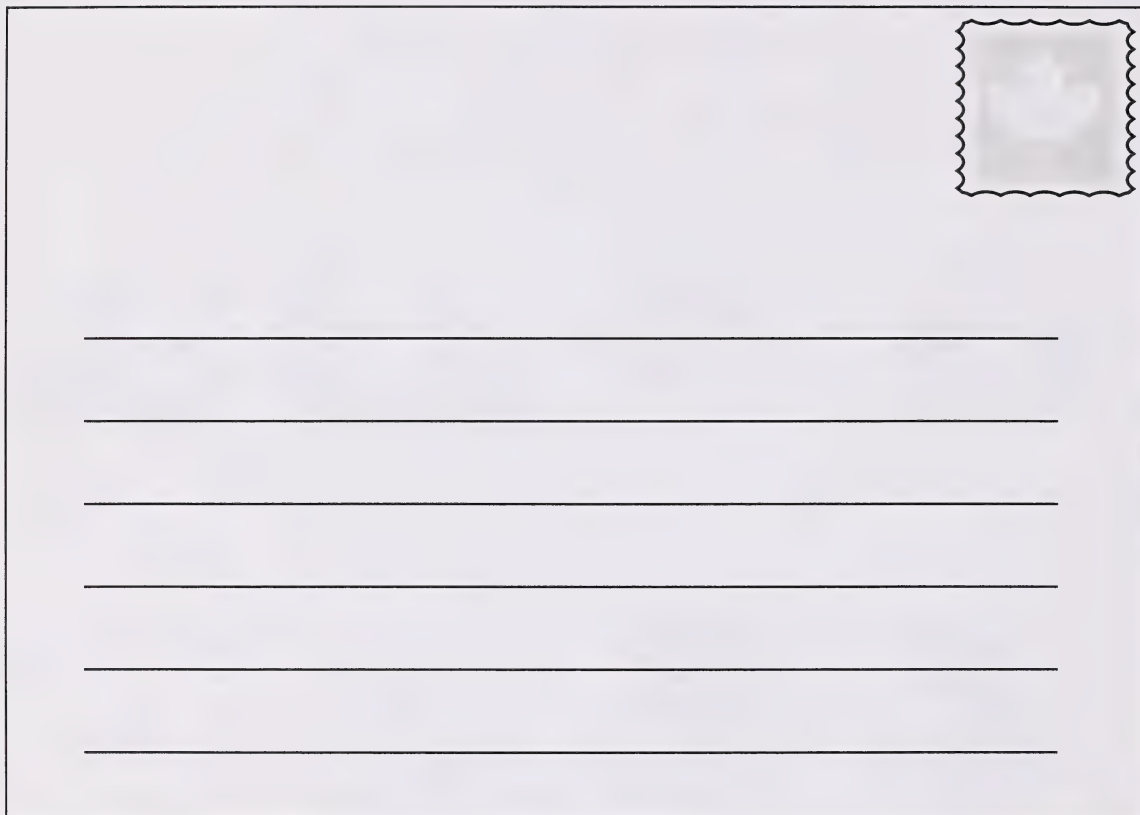
- a. In my community, many people live in \_\_\_\_\_.
- b. My big sister likes to talk on the \_\_\_\_\_.
- c. When my dog is ill, I take him to the \_\_\_\_\_.
- d. Our neighbour works as an \_\_\_\_\_ driver.
- e. After I write a letter, I put it into an \_\_\_\_\_.

3. Write sentences using the three words you haven't used.

- a. \_\_\_\_\_  
\_\_\_\_\_.
- b. \_\_\_\_\_  
\_\_\_\_\_.
- c. \_\_\_\_\_  
\_\_\_\_\_.

**Assignment 3**

Print your name and home address (street address or box number or rural route, town or city, province, and country) in the envelope.



# Learning Log

## Home Instructor's Comments

What have you observed about the student's reading skills?

Check **yes** or **not yet**.

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

☐ yes      ☐ not yet

- makes reasonable predictions of unknown words based on content and knowledge of sounds
- attempts to "sound out" words independently
- is able to blend word parts together to make a word
- uses this strategy (blends word parts) to read an unfamiliar word
- finds little words in big words
- thinks about what word would make sense in the sentence
- looks at the beginning and ending letters
- thinks of another word it looks like

Please add any comments you have about the strategies the student uses in reading.

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## Student's Comments

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**Spelling Pre-Test**

Listen carefully to the words your home instructor gives you. Print the words carefully on the lines.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Assignment 4**

Make correct sentences by printing **colder than** or **hotter than** on the lines.

1. Jelly is \_\_\_\_\_ the sun.
2. A glacier is \_\_\_\_\_ the beach.
3. A stove is \_\_\_\_\_ ice tea.
4. Hot chocolate is \_\_\_\_\_ rain.
5. Milk is \_\_\_\_\_ a volcano.
6. Ice cream is \_\_\_\_\_ coffee.
7. Winter is \_\_\_\_\_ summer.
8. A snowflake is \_\_\_\_\_ French fries.
9. Summer is \_\_\_\_\_ winter.
10. A baked cake is \_\_\_\_\_ an icicle.

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to construct and confirm word meaning in context? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify consonant blends (r and l)                            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can choose and write meaningful words to complete sentences        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • the sentences show an understanding of the selected word's meaning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes differences in "r blend" combinations in words          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes differences in "l blend" combinations in words          |

Add any comments you have about the day's work.

## Student's Comments

Tell your teacher how you think your writing went today.

## Assignment 5

On the lines print your answers to the questions.

1. What is a thermometer used for?

---



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2. What is the symbol that stands for **degrees Celsius**? \_\_\_\_\_
3. What is the number at the **top** of the thermometer? \_\_\_\_\_
4. What is the number at the **bottom** of the thermometer? \_\_\_\_\_



5. In the following boxes write the temperature in **degrees Celsius** for each of the thermometers above it

a.



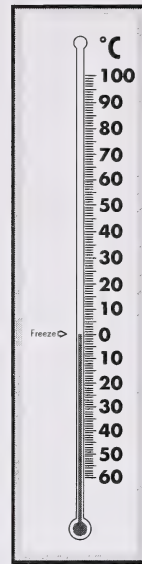
\_\_\_\_\_°C

b.



\_\_\_\_\_°C

c.



\_\_\_\_\_°C

What did the liquid in the thermometer do in your experiment? Complete the sentences.

6. I saw the liquid in the thermometer \_\_\_\_\_ in the hot water.

7. I saw the liquid in the thermometer \_\_\_\_\_ in the cold water.

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to understand and dramatize a text? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to the story to check for details                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes the main idea and some details in the dramatization |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • extends the situation  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • the dialogue fits the situation                              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly and with appropriate expression               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks at a good rate (not too slowly or quickly)            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • pauses at intervals to allow the words to sink in            |

Add any comments you have about the day's work.

## Student's Comments

What would you like to tell your teacher about acting?

**Assignment 6**

1. On the map of Canada, mark the following:

- a. Put a **X** on the map to show where your community is.
- b. With a green crayon, colour the places in Canada where you may find fishing villages.

Print your answers to the questions on the lines.

2. Where are fishing villages found? \_\_\_\_\_

\_\_\_\_\_

3. What is the main occupation in a fishing village? \_\_\_\_\_

4. What is an activity you can do for fun in a fishing village?

\_\_\_\_\_

5. Name a facility that you would find in a fishing community.

\_\_\_\_\_

6. Would you find that facility in other types of communities?

\_\_\_\_\_

7. Why? \_\_\_\_\_

\_\_\_\_\_



# Learning Log

## Home Instructor's Comments

What have you observed about the student's social studies skills?  
Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify his or her own community on a map  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • distinguishes between land and water on the map                                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands how the location of a community can affect how people fulfill their needs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • distinguishes between east and west coasts on the map                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in learning about Canadian communities                                  |

Add any comments regarding the student's social studies skill or knowledge.  
You may also make general comments about the day's work.

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## Student's Comments

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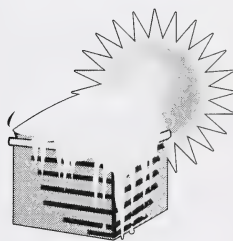
**Assignment 7**

Match the pictures to the words to show how cooking, melting, freezing, and burning change things.

cooking



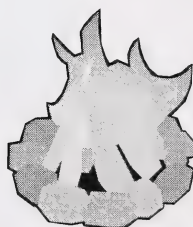
freezing



burning



melting



Print your answers on the lines.

1. George put a potato in the oven and turned the oven on. What will happen to the potato?

---

2. George put a log on the fire in the fireplace. What happened to the log?

---

3. What happens to an object when it is burned?

---

---

4. Helen took some ice cream out of the freezer and put it in a bowl. She went to play outside. When she came back, something had happened to the ice cream. What do you think happened?

---

5. Helen put the bowl with the melted ice cream back into the freezer. What will happen to it?

---

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing mapping skills? Refer to the lesson "I Can Read a Map." Check **yes** or **not yet**. What has the student learned about heating and cooling materials?

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can locate places on the map from the description in the text  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows some understanding of the directions on a map            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe how heating and cooling materials can change them |

Add any comments you have about the day's work.

## Student's Comments

What would you like to tell your teacher about today?



**Assignment 8**

Write a sentence for each of these words:

- |          |          |           |
|----------|----------|-----------|
| 1. don't | 3. going | 5. school |
| 2. world | 4. want  | 6. until  |

Underline each spelling word in the sentences.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's listening and speaking skills? Refer to the conversation exercise from the morning. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses a greeting and smiles                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells own name and asks the other person's name    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks questions to find out about the other person  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •finds out and talks about what they have in common |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •plans something to do together                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •listens carefully to the other person              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes turns speaking without interrupting          |

Add any comments regarding the student's listening and speaking skills. You may also make general comments about the day's work.

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## Student's Comments

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## Assignment 9



1. On the map of Canada, mark the following:
  - a. Put a **X** on the map to show where your community is.
  - b. Colour your province or territory yellow.
2. Print the name of your province or territory on the line.

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Print your answers to the questions on the lines.

3. Name three Canadian cities.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Name two jobs people work at in an inner city.

a. \_\_\_\_\_

b. \_\_\_\_\_

5. What is an activity you can do for fun in an inner city?

\_\_\_\_\_

6. Name a facility that you would find in an inner city.

\_\_\_\_\_

\_\_\_\_\_

7. Name a facility you would find in most types of communities?

\_\_\_\_\_

8. Why would you find it in most communities? \_\_\_\_\_

\_\_\_\_\_



# Learning Log

## Home Instructor's Comments

What have you observed about the student's knowledge, attitude, and skills in Social Studies? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the words to "O Canada"                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows own home address                                       |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware that Canada has ten provinces and three territories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can locate communities being studied on a map of Canada      |

Add any comments regarding the student's social studies skill or knowledge. You may also make general comments about the day's work.

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## Student's Comments

What are your questions for your teacher?

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**Assignment 10**

Print your answers to the following questions.

1. Normal body temperature is \_\_\_\_\_.
2. If your body temperature dropped to below normal, how would your body warm itself up?  
\_\_\_\_\_  
\_\_\_\_\_
3. What is **hypothermia**? \_\_\_\_\_  
\_\_\_\_\_
4. What does **warm-blooded** mean? \_\_\_\_\_  
\_\_\_\_\_
5. When your body temperature goes up or down too much, it may mean you are \_\_\_\_\_.
6. Why do you sweat? \_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you noticed about the student's general progress and development as you move forward in the Grade Two Thematic program? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is gaining confidence                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to try new tasks                           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to begin program activities each day         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • maintains focus and energy throughout the morning     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • maintains focus and energy throughout the afternoon   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • works co-operatively                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows growing interest in science activities          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows growing interest in the arts—music, art, drama  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in fitness, movement, and health issues |

Add any additional details or comments related to the student's general development in attitude, skills, and knowledge.

## Student's Comments

What would you like to tell your teacher?



## Grade Two Thematic—Assignment Booklet 3A

### Module 3A: My Canada

#### Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

#### Days 1 – 9

- ☐ Thematic Assignment Booklet 3A. Ensure all assignments have been completed, including the Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 95–116, minus pages 111 to 114.
- ☐ three entries from the Personal Writing section chosen by the student
- ☐ two entries from the Reading Response section chosen by the student

#### Day 1

- ☐ the student's drawing of "My Wonderful Day"

#### Day 2

- ☐ chart called **My Community** detailing the student's community
- ☐ community collage

#### Day 4

- ☐ student poster advertising the Grand Corners Harvest Community Supper (optional)
- ☐ written recount of the humorous situations in the story (optional)
- ☐ videotape of the dramatization of a scene from the story "Come On In!" (optional)

#### Day 5

- ☐ illustrated exaggerations

#### Day 6

- ☐ writing and illustration of the Spaghetti Dinner activities

#### Day 7

- ☐ story about the boy meeting new friends
- ☐ safety poster for handling very hot or cold items



## Day 8

- ☐ illustrations of a word with two meanings
- ☐ illustrations of the student and his or her friend or relative and their homes

## Day 9

- ☐ the story with a problem and accompanying illustrations
- ☐ “before”-and-“after” picture of a vacant lot